

# Inspection of Round & Round the Gardens Childcare

Jack Temple Building, Pyrford Road, WOKING, Surrey GU22 8UQ

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Inspection date: 8 February 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and content in the company of staff. This means they settle down quickly when they first arrive at nursery. The staff set out clear expectations for children, which helps them understand the difference between right and wrong. Staff interactions are meaningful, and they encourage children to explore their feelings. Children's personal, social, and emotional development is supported well.

Children love the outdoors and being in the fresh air. They have opportunities to explore their environment in all weathers. Children have freedom to move around with confidence and pleasure in large open spaces. Staff deploy themselves well to ensure children are in sight and hearing at all times. They facilitate the children's learning by being present and involved in their experiences. Children feel valued as staff share their fascinations with them. For instance, children delight as they explore a huge puddle that has been created from the overnight rain. The staff share their pleasure as they splash and stomp around in the water. Children decide to fill a wheelbarrow up with water using a jug and a bucket. Staff help with this task, and they work together to fill a bucket up using a jug. They then transfer the bucket of water into the wheelbarrow. There is skill and persistence involved in the activity and staff praise the children's efforts. Children's physical development is supported well, and they learn to persevere.

## **What does the early years setting do well and what does it need to do better?**

- Managers have a clear vision of the curriculum and what it is they are teaching children. They can articulate this well. The intention of learning is in line with the current needs of the children. The learning is well sequenced as children transition through the rooms. Staff know the children well and build on their learning, and children make good progress in line with their abilities.
- Staff effectively assess the environment for hazards that could potentially harm the children. They have a clear understanding of how to evacuate the building in the event of an emergency. Staff teach children to look out for dangers and give them knowledge of keeping themselves safe. For example, staff talk to children about why they must not run in the room. They encourage children to think about why this is not safe. Children develop an awareness of how to protect themselves and others around them.
- Children demonstrate a good understanding of the rules and boundaries in place. The staff are clear in their instructions, which helps the children to understand what is expected of them. Children mostly follow good hygiene routines and wash their hands after using the toilet and before meals. However, staff do not always support children to further develop their self-care skills. For instance, they do not consistently help children learn about the benefits of following robust hygiene routines, such as covering their mouths when coughing

and wiping their noses. As a result, children do not always understand the benefits of following robust hygiene routines for their health.

- Managers and leaders are dedicated to providing high-quality care and learning for children and their families. They are committed to continually improve and they regularly evaluate the provision they offer. Staff have regular supervision sessions and undergo specific training to further develop knowledge and skills. This helps them grow within the company and gain confidence to carry out their roles and responsibilities. Devoted staff explain their gratitude for the support they receive and feel their well-being is important. This promotes a positive environment and has a good impact on children's development.
- Staff recognise children's achievements and are generous with the praise they give. This builds children's self-esteem, and they feel valued. Children listen and respond well to staff and follow their directions. However, some children become distracted when they wait for long periods to transition on to the next aspect of the activity or routine. Occasionally, this affects their involvement in the activity or part in the routine, and they become frustrated.
- Partnership working with parents is effective. Staff seek parents' views and opinions to help them give children the support they need. There is good support in place for children who speak English as an additional language to ensure they make progress in their learning. For example, staff will adapt activities where necessary to ensure all children are included. They work with parents to find out keywords in their native language to reinforce learning. All children's and staff's cultures and ethnicities are celebrated. This creates a culture of respect and appreciation for each other and supports communication and language well.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- develop staff's knowledge of how to promote good hygiene and further support children's self-care skills
- strengthen the organisation of routines and activities to avoid children waiting for long periods.

## Setting details

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| <b>Unique reference number</b>                     | EY430222  |
| <b>Local authority</b>                             | Surrey  |
| <b>Inspection number</b>                           | 10312078  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 1 to 5  |
| <b>Total number of places</b>                      | 46  |
| <b>Number of children on roll</b>                  | 56  |
| <b>Name of registered person</b>                   | R&RG Childcare Limited  |
| <b>Registered person unique reference number</b>   | RP530782  |
| <b>Telephone number</b>                            | 01932 355322  |
| <b>Date of previous inspection</b>                 | 19 April 2018   |

## Information about this early years setting

Round & Round the Gardens Childcare registered in 2011. It is situated in Pyrford, Surrey. The nursery opens five days a week from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of early education for children aged two, three and four years. A team of 25 staff works with the children. Of these, 17 members of staff hold recognised early years qualifications. The senior manager holds early years teacher status and other managers hold a relevant level 3 qualification.

## Information about this inspection

**Inspector**  
Kelley Ellis

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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